

It's all in the timing

Look at the sentences, or parts of sentences, below.

1	I work from 8.30 am to 7.30 pm...	
2	I'm reading the third Harry Potter book...	
3	I started my first job...	
4	I was watching television...	
5	I've worked in this company...	
6	I'd finished cooking...	
7	If it snows...	
8	If it snowed...	
9	If it had snowed...	
10	I'm flying to New York...	
11	I'm going to watch a film...	
12	I think everyone will have a computer...	

To which sentences can you add these time expressions? There may be several possibilities. You can use the box to the right of the sentences to write the letter of the matching time expressions, if you like.

- a) last year
- b) usually
- c) I'd go skiing
- d) this evening
- e) in the next 25 years
- f) 15 years ago
- g) I'll go skiing
- h) for three years
- i) at 3.15 tomorrow
- j) every day of the week
- k) when Sally arrived
- l) I would have gone skiing
- m) at the moment
- n) when I was 18
- o) since 1998
- p) in 1975

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Now answer these questions about yourself. Try to use the correct tenses.

- What hours do you usually work?
- What are you reading at the moment?
- When did you start your first job? What was it?
- How long have you worked in your present company?
- What were you doing at 8pm yesterday evening?
- What will you do if the weather's nice next weekend? And if it isn't nice?
- What would you do if you won the lottery?
- What training course would you have chosen if you hadn't chosen English?
- What are you doing next week? Are you going on any business trips? Are you meeting anyone for business?
- What are you going to do after this lesson? This evening?
- Where will you be in the next five years? In the next 10 years?



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Teacher's notes

Aim:

A one-to-one activity for a first lesson enabling the teacher to assess students' recognition and production of different tenses

N.B.

The focus is on the practical ability to use the tenses in context rather than on the names or forms of the tenses.

Answer any questions about the tenses and give out a summary or tense table (which student's can study for homework). Don't correct mistakes during the speaking part of the activity, unless the student has a high level or specifically asks for correction. The task is simply intended to gauge the student's ability and put him/her at ease in the first lesson.

If the student has a good level, don't show him/her the list of spoken questions.

Timing:

20-40 minutes, depending on the questions the student asks and where the discussion questions lead